

Georgia's Pre-K Program Room Arrangement and Materials Checklist

Art

- ☐ An art easel is accessible to the children every day.
- ☐ Paint cups are filled and painting implements are accessible every day.
- ☐ There is a supply of easel-sized paper (18 x 24) accessible near the easel.
- ☐ Smocks are easily accessible to the children.
- ☐ There is a place for drying pictures and a source of water nearby.
- ☐ There are low shelves containing materials such as plain sheets of paper, crayons, markers, pencils, scissors, paste and/or glue which are organized, labeled and accessible to children.
- ☐ A table is located in the area. The table should be placed so children can see their choices of art materials accessible to them.
- ☐ Reading materials are accessible in the art area.
- ☐ A minimum of 3 types of paper are accessible (newsprint, drawing, tissue, wallpaper, construction).
- ☐ A minimum of 4 types of collage materials are organized, sorted and accessible.
- ☐ A minimum of 2 types of 3-D materials are accessible (paper tubes, cups, paper bags, empty food boxes/containers, play dough with tools).

Blocks

- ☐ There is ample space for building with unit and hollow blocks (consider a space large enough for a minimum of five children).
- ☐ The block area is located away from traffic patterns.
- ☐ There are enough unit blocks (minimum 250) and hollow blocks (minimum 30) in the room.
- ☐ There are block props and accessories stored nearby on open low shelves (cars, trucks, people, animals, traffic signs).
- ☐ The unit blocks are stored on shelves for easy accessibility and are organized for easy clean-up.
- ☐ Labels are used in the block area to aid in organization.
- ☐ Additional materials, books or other items should not be stored directly on top of the hollow blocks.
- ☐ Pictures, photographs, or posters of buildings, bridges or other familiar landmarks.
- ☐ At least 2 real and found items are accessible to enhance play.
- ☐ A variety of blocks are present in addition to the required hollow and unit blocks (cardboard, foam, table, architectural, alphabet).
- ☐ Books and writing materials are accessible in the block area.

Dramatic Play

- ☐ There is a full-length mirror accessible to the children.
- ☐ There are a variety of dress-up clothes for both men and women accessible and organized. At least 4 to 5 choices should be hanging so children can see their choices. The other choices must be organized and labeled.
- ☐ There are special props/accessories related to two different themes or children's interest.
- ☐ There are dolls representing various populations of the world and doll accessories accessible.
- ☐ Real and found materials are accessible (telephones, kitchen items, baby items).
- ☐ Materials are organized and labeled for easy accessibility and clean up.
- ☐ There are props to encourage beginning reading and writing skills (recipe books, telephone books, check lists, telephone message pad).
- ☐ Environmental print is accessible.

Language/Literacy

- ☐ There are at least as many books accessible as there are children enrolled.
- ☐ At least 5 different types of literature are accessible.
- ☐ Some books reflect the current topics in the classroom.
- ☐ The books are appropriate for the age and interest of the children.
- ☐ The books are displayed and organized on a front facing book shelf so that the children can readily see the front of the books.
- ☐ The book area is located away from noisier areas of the classroom.
- ☐ There are other materials accessible that promote language development (puppets, paper, writing instruments, and telephones).
- ☐ A flannel board with a minimum of 2 flannel board stories is accessible.
- ☐ Soft seating and other items to make the area cozy are accessible.

Math

- ☐ Math/Manipulative materials are stored on low shelves near a table or designated play area.
- ☐ Math materials that are accessible include those for counting, sorting, recognizing shapes, and hand/eye coordination. One material from each category must be accessible.
- ☐ Math materials are labeled and stored neatly in clear containers or containers with no lids
- ☐ At least 2 real and found materials have been included in area.
- ☐ There are puzzles to accommodate various skill levels and interests. At least 5 puzzles must be accessible representing at least 3 different types (floor, knobbed, 6-8 piece, wooden, 12 or more pieces)
- ☐ There is a variety of math materials and in sufficient quantities for small group activities.
- ☐ Materials are complete with all necessary components.
- ☐ Materials are accessible to measure length, weight and time.
- ☐ The materials are set up to encourage independence and exploration.
- ☐ Math and manipulative materials vary in complexity to address different developmental levels of the children enrolled in the classroom and as they progress throughout the year.

Science

- ☐ There is something living and growing in the classroom that children are involved in caring for.
- ☐ There are items that stimulate interest in nature and science (life, physical, earth and health).
- ☐ At least 2 collections of natural items are accessible. These collections should change throughout the year.
- ☐ Science materials are placed so that children can handle and examine them.
- ☐ There are pictures, books and/or games related to science/nature displayed in the area.
- ☐ There is a sensory table that is open and accessible daily.
- ☐ Texture/sensory table materials are varied and changed regularly.
- ☐ Writing materials are included in the area to record observations.
- ☐ Books are accessible in the area.
- ☐ A supply of basic equipment and materials for science exploration is accessible (color paddles, magnets and items to explore with magnets, magnifiers and items to use with magnifiers)

Music

- ☐ There is a record, tape or CD player.
- ☐ There is a variety of types of music on records, tapes or CD's in the area.
- ☐ Music is played at various times during the day (soft classical music or nature sounds are recommended during rest time).
- ☐ Musical instruments are accessible to the children.
- ☐ Materials are available for children to use to make their own instruments.
- ☐ Props for movement are available.
- ☐ Music/instruments reflecting various cultures are accessible.

Listening

- ☐ There is a CD or tape player designated as the listening station (in working condition – plugged in, batteries working) with 2-4 headsets accessible each day.
- ☐ There is a minimum of 2 books with corresponding tapes/CD's in the area.
- ☐ The listening area is organized and accessible.

Writing

- ☐ There are various types and sizes of writing instruments (fat and thin markers, crayons, pencils).
- ☐ There are various types and sizes of paper (notepads, primary ruled paper, plain paper, order forms).
- ☐ There are props such as old telephones, typewriters, keyboards, or a desk.
- ☐ There is meaningful print for children to copy (words with pictures, name cards, environmental print).
- ☐ There are book-making materials.
- ☐ There are stencils for tracing.
- ☐ There are other materials to encourage writing such as stamps, stamp pads, envelopes, fun notepads, post it notes, or fun pens and pencils.

Storage

- ☐ The teacher's desk has been removed from the classroom to allow the space to be used for equipment and materials appropriate for young children.
- ☐ There is space available to store hazardous materials out of the children's reach or out of the classroom.
- ☐ There is space for the teacher's supplies that is not accessible to the children.

Additional Suggestions for Arranging the Room

- ☐ Use low furniture to separate areas.
- ☐ Use furniture that is shorter in height.
- ☐ Store toys and equipment of the same type in the same place.
- ☐ Store equipment and supplies in or near the area in which they are used.
- ☐ Children are more likely to put things away if they understand where they belong. Remember to use labels with pictures and words. Labels can include photos, pictures cut from catalogs, drawings or tracings.
- ☐ Arrange the room so that all areas can be supervised easily.
- ☐ Provide protected spaces to allow individual children to be alone.
- ☐ Place the art area near a source of water.
- ☐ Materials to encourage reading and writing should be placed in each interest area.
- ☐ Ensure that quiet and noisy areas are separated.
- ☐ Materials are rotated to support and enhance current study topic, to maintain children's interests, and to address different developmental needs of children in the classroom.

Please refer to Georgia's Pre-K Program Quality Assessment (PQA) and the PQA on-line learning module as a guide for classroom set-up.